

## Include Suffolk Behaviour Policy Be Kind. Be Safe. Be Ready to Learn.

*Updated March 2026*

This behaviour policy has been developed through consultation with staff across Include Suffolk, ensuring that it reflects both our shared values and the practical realities of supporting pupils in our settings.

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### Our Vision

At Include Suffolk, we believe that all behaviour is communication. When a child struggles, they are communicating how they feel, what they are experiencing, or which skills they may not yet have developed.

We believe that children do well when they can. Most children want to succeed, belong, and feel proud of themselves. Unsafe or disruptive behaviour usually reflects barriers to successful regulation, such as emotional overwhelm, anxiety, unmet needs, or difficulty managing impulses.

As a trauma-informed school, we understand that when children feel stressed or unsafe, the thinking part of the brain is less accessible and the survival part takes over. In these moments, children cannot reason in the usual way.

Because of this, we prioritise:

- **Regulation before reasoning**
- **Connection before correction**
- **Teaching before sanction**

Our approach reflects the work of Paul Dix, who reminds us that adults must lead behaviour through visible consistency and visible kindness. Children follow people first. They follow rules when they feel safe.

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### Unconditional Positive Regard

We practise **unconditional positive regard**, meaning we separate the child from their behaviour. Behaviour may need to change, but the child is always valued.

Even when:

- A child has made repeated mistakes
- Harm has been caused
- Boundaries must be firm

The relationship remains intact. We do not withdraw warmth, respect, or belief in a child because of their behaviour. We correct behaviour while protecting dignity.

Unconditional positive regard does not mean lowering expectations. It means holding **high expectations within a safe and respectful relationship**. Staff are expected to model this consistently in all interactions.

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## Our Three School Rules

Our expectations are summarised in three simple rules:

- **Be Kind** – People
- **Be Safe** – Place
- **Be Ready to Learn** – Purpose

These rules **always apply** and are explicitly taught, modelled, and rehearsed every day. They help pupils understand what “good behaviour” looks like in practice and support them in reflecting on the **3 Ps framework**: People, Place, Purpose. Pupils can measure their contribution to lessons and their own progress through these principles.

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### What the Rules Look Like in Practice

#### 1. Be Kind – People

Kindness is treating others with respect, even when frustrated.

##### **Pupils show kindness by:**

- Using polite and respectful language
- Listening when others are speaking
- Waiting their turn
- Including others
- Repairing relationships after disagreements

##### **Staff show kindness by:**

- Speaking calmly at all times
- Avoiding sarcasm or public shaming
- Correcting privately wherever possible
- Listening fully before responding
- Modelling respectful disagreement
- Apologising when they make a mistake

*Kindness is strength under control – choosing respect even when emotions are heightened.*

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#### 2. Be Safe – Place

Safety includes **physical and emotional safety**. Children cannot learn if they feel threatened, shamed, or overwhelmed.

##### **Pupils show safety by:**

- Keeping hands, feet, and objects to themselves
- Walking calmly inside the building
- Following adult instructions
- Using words instead of physical reactions
- Asking for help when feeling overwhelmed
- Using Zones of Regulation strategies to manage emotions

##### **Staff ensure safety by:**

- Maintaining predictable routines
- Planning for known triggers
- Intervening early and calmly
- Recognising and adjusting their own regulation when needed

*Unsafe behaviour is never ignored. It is addressed immediately and proportionately because consistent adult response creates emotional security.*

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### **3. Be Ready to Learn – Purpose**

Being ready means being prepared, focused, and respectful of the learning environment.

#### **Pupils show readiness by:**

- Being in the right place at the right time
- Using and respecting school resources
- Listening when the teacher is speaking
- Raising their hand to ask or answer a question while the teacher is talking
- Waiting to be invited to speak
- Attempting work
- Returning safely after regulation

#### **Staff demonstrate readiness by:**

- Being prepared, organised, and consistent in teaching routines

*Raising hands ensures instructions are heard and learning time is protected. For some pupils, being ready requires support with emotional regulation first – regulation is the foundation of learning.*

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### **Teaching Behaviour**

Behaviour is **explicitly taught**, modelled, practised, and reinforced like any curriculum area.

We:

- Model expectations
- Practise routines
- Re-teach when needed
- Give specific feedback
- Recognise mistakes as part of learning
- Reinforce improvement
- Set realistic expectations for progress in behavioural skills

When behaviour falls below expectations, staff consider:

- What skill is missing (e.g., self-regulation, turn-taking, communication)?
- What support is needed?
- How can we teach this differently next time?

Children remain responsible for repairing harm and learning strategies, but responsibility develops alongside regulation and skill.

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### **Language and Communication**

Predictability reduces anxiety, so we use **consistent, positive, and specific language** to reinforce school rules.

#### **Examples:**

- **Positive:** “Voices off, listening ears on.”
- **Specific & adaptable:** “Remember yesterday when you started with one sentence?”
- Let’s try that again – write the first sentence now,” adapted to the pupil’s ability.

### **Noticing and validating:**

- “I notice you refocused quickly after the reminder.”
- “I can see you are upset. That behaviour is not safe.”

This approach separates the **child from the behaviour**, maintains dignity, and supports emotional regulation.

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### **Reflection and Reparation**

Reflection is not punishment. It is a moment to **regulate and reset**.

Repair conversations focus on:

- What happened
- Who was affected
- What needs to happen now
- What support will help next time

Accountability at Include Suffolk is about **learning, repairing, and moving forward – not shame**.

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### **Fixed Term Suspension**

At Include Suffolk, fixed term suspension is **never used as punishment**. It is used only when:

- There is a serious risk to safety
- Other strategies have been exhausted
- A short period away is necessary to protect others and allow a reset

Suspension is a protective measure. It provides time to review support plans and prepare for successful reintegration. **Exclusion is never used as a tool for control or retribution**.

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### **Absconding from Site**

Leaving the school site **without permission or supervision** presents a significant safeguarding risk.

Any pupil who absconds will receive a **mandatory three-day suspension**.

This ensures:

- Safeguarding procedures are reviewed
- Risk assessments are updated
- Support strategies are agreed before return

Due to the risks associated with leaving site unsupervised, the school has a duty to respond in a way that reinforces the seriousness of the behaviour and protects the safety of the pupil and others.

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### **Reintegration Following Suspension**

A reintegration meeting is held when the pupil returns, involving parents/carers and the pupil.

The meeting aims to:

- Review the incident

- Support reflection
- Rebuild relationships
- Agree strategies to support future success
- Ensure a positive return to learning

Expectations are reset, and pupils are supported to re-engage safely and positively.

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## TeamTeach and Physical Safety

This policy reflects the *Restrictive Interventions guidance April 2026*. Staff are trained in TeamTeach, a nationally recognised approach to positive handling and behaviour support. Most behaviour support is **95% preventative, 5% de-escalation**. Physical intervention is **only used when necessary, proportionate and reasonable** to prevent harm.

### Preventative strategies include:

- Calm voice and body language
- Clear instructions
- Take-up time
- Redirection
- Offering space
- Co-regulation

### When physical intervention may be used:

- Attempting serious self-harm
- Attempting serious harm to others
- Causing significant damage
- Unable to regain control and at immediate risk

### It is never used to:

- Punish
- Force compliance
- Respond to minor disruption

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## In Primary Settings

Physical intervention may involve:

- Guiding a child away from danger
- Blocking unsafe actions
- Supporting movement to a safer space
- Safe, proportionate holds

It is **calm, brief, explained to the pupil**, and always followed by:

- Regulation support
- Restorative conversation
- Recording and review
- Parent communication

The goal is always:

- Prevention
- De-escalation
- Safety
- Repair
- Reintegration

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## Recognition and Positive Culture

We deliberately notice positive behaviour:

- Effort
- Improvement
- Kindness
- Safety
- Learning focus

Strategies include:

- Specific praise
- Certificates
- Recognition boards
- Celebration assemblies
- Positive communication home

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## Partnership with Parents

Behaviour improves when home and school collaborate. Parents can expect:

- Clear communication
- Solution-focused approaches
- Restorative practices
- Respect for their child's dignity

We ask families to:

- Reinforce the three rules
- Support regulation strategies
- Work collaboratively

Shared goal: safe, kind, emotionally secure children ready to learn.

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## Our Commitment

At Include Suffolk, we:

- Remain calm so children can learn calm
- Remain consistent so children feel safe
- Hold high expectations with high support
- Protect dignity at all times
- Maintain unconditional positive regard
- Teach behaviour explicitly
- Repair harm
- Embed: Be Kind, Be Safe, Be Ready to Learn

We create a school community where children feel safe enough to grow, and adults feel united, confident, and proud.

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## Take-Up Time

Take-up time gives a pupil **a moment to process instructions or reminders** before responding.

### What it looks like:

- Adult gives a calm, clear instruction
- Adult steps away or continues teaching
- Instruction is not immediately repeated
- Child is given a short pause (few seconds)
- Adult notices and reinforces when expectation is met

### Why it matters:

- Reduces pressure
- Preserves dignity
- Prevents power struggles
- Increases likelihood of success

It supports our belief that children do well when they can; sometimes they just need a moment.

## Appendix 1: Include Suffolk – Paul Dix Behaviour Summary, Key Points for Staff & Families

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### Who is Paul Dix?

Paul Dix is a leading behaviour consultant and author.

- *When the Adults Change* – guidance for school staff: lasting improvements in behaviour come from **adults changing how they respond**, not stricter rules.
  - *When the Parents Change* – guidance for families: children thrive when adults at home and school provide **consistency, support, and positive connection**.
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### Core Principles

#### 1. Children Follow People First

- Children respond to adults they trust and feel safe with.
- Relationships come before rules or consequences.

#### 2. Visible Consistency & Visible Kindness

- Calm, consistent, kind responses give children security.
- Adults model respectful behaviour in every interaction.

#### 3. Relational, Not Punitive

- Behaviour is corrected **without withdrawing warmth or respect**.
- Mistakes are learning opportunities, not reasons for shame.

#### 4. Regulate Before Reason

- Children must feel calm and safe before they can reflect or learn.
- Emotional regulation is the foundation for behaviour and learning.

#### 5. Small, Consistent Steps Matter

- Small changes in adult responses can create big improvements.
  - Use predictable routines, scripts, and consistent language (e.g., “Be Kind. Be Safe. Be Ready to Learn.”).
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### Practical Tips for Adults

- **Stay Calm and Consistent** – model the behaviour you expect.
  - **Use Clear Language & Routines** – repeat rules daily and explicitly teach them.
  - **Notice Effort & Improvement** – praise positive behaviour and small successes.
  - **Separate Behaviour from the Child** – maintain dignity and unconditional positive regard.
  - **Support Regulation First** – allow take-up time, use Zones of Regulation, and co-regulate when needed.
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### Link to Include Suffolk School Rules

School Rule	How Adults Support It
<b>Be Kind</b>	Model calm, respectful interactions; use restorative approaches.
<b>Be Safe</b>	Predictable routines; intervene early; support regulation.
<b>Be Ready to Learn</b>	Teach routines explicitly; help children regulate before engaging.

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### Quick Reminder

*When the adults change, everything changes.*

**Staff & Families:** Calm, consistent, kind, predictable, and relational responses help children feel safe, regulate emotions, and engage positively in learning.